

## **PRINCIPLES OF COSMETOLOGY**

### **COURSE DESCRIPTION**

This course, which is the first level of cosmetology, prepares students with work-related skills for advancement into the Design Principles of Cosmetology course. Content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry.

**Pre-requisite:** None

**Recommended Credits:** 1-2

**Recommended Grade Levels:** 10<sup>th</sup> and 11<sup>th</sup>

**Note (1):** Learning expectations to be completed for one credit are identified with one asterisk (\*), and those to be completed for two credits are identified with two asterisks (\*\*).

## **PRINCIPLES OF COSMETOLOGY STANDARDS**

- 1.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.
- 2.0 Students will evaluate career opportunities and career paths within the cosmetology industry.
- 3.0 Students will interpret and demonstrate the basic principles of safety, sterilization, and sanitation as it relates to the cosmetology industry.
- 4.0 Students will choose and safely use implements, tools, and equipment in the cosmetology industry.
- 5.0 Students will demonstrate interpersonal and employability skills required in the cosmetology industry.
- 6.0 Students will evaluate hair and scalp disorders.
- 7.0 Students will analyze procedures for cleansing and reconditioning the hair and the scalp.
- 8.0 Students will evaluate basic haircutting techniques.
- 9.0 Students will create harmony using design principles and elements of design.
- 10.0 Students will evaluate hands and feet for cosmetic procedures.

## **PRINCIPLES OF COSMETOLOGY**

### **STANDARD 1.0**

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1 Cultivate positive leadership skills. \*
- 1.2 Participate in SkillsUSA-VICA as an integral part of classroom instruction. \*
- 1.3 Assess situations and apply problem-solving and decision-making skills within the school, community, and workplace. \*
- 1.4 Participates as a team member. \*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 1.1 Demonstrates character and leadership using creative-and critical-thinking skills.
- 1.2.A Relates the creed, purposes, motto, and emblem of SkillsUSA-VICA to personal and professional development.
- 1.2.B Plans and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 1.3.A Makes decisions and assumes responsibilities.
- 1.3.B Analyzes a situation and uses the *Professional Development Program* of SkillsUSA-VICA to resolve it.
- 1.4.A Organizes and participates on committees.
- 1.4.B Cooperates with peers to select and organize a community service project.

### **SAMPLE PERFORMANCE TASKS**

- Create a leadership inventory and use it to conduct a personal assessment.
- Participate in various SkillsUSA-VICA programs and/or competitive events.
- Use a formal planning or decision-making process to select, implement, and evaluate an activity within the school, community, and/or workplace.
- Develop an annual program of work.
- Prepare a meeting agenda for a SkillsUSA-VICA monthly meeting.
- Attend a professional organization meeting such as, Tennessee Hairdressers Association.
- Participate in the American Spirit Award competition with SkillsUSA-VICA.

### **INTEGRATION LINKAGES**

SkillsUSA-VICA, *Professional Development Program*, SkillsUSA-VICA, Communications and Writing Skills, Teambuilding Skills, Research, Language Arts, Sociology, Psychology, Math, Math for Technology, Applied Communications, Social Studies, Problem Solving, Interpersonal Skills, Employability Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Chamber of Commerce, Colleges, Universities, Technology Centers, and

Employment Agencies, National Cosmetology Association, Tennessee Hairdressers Association,  
Tennessee Cosmetology Association, Tennessee State Board of Cosmetology

## **PRINCIPLES OF COSMETOLOGY**

### **STANDARD 2.0**

Students will evaluate career opportunities and career paths within the cosmetology industry.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1 Research the history of the cosmetology industry. \*
- 2.2 Investigate the growth and development of the cosmetology industry. \*
- 2.3 Evaluate personal characteristics required for working in the cosmetology industry. \*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 2.1 Compares the progression of chemical and physical practices in the cosmetology industry.
- 2.2 A Researches and develops a projection of industry trends related to career opportunities.
- 2.2 B Compares industry plans for various career paths in the cosmetology industry.
- 2.3 Profiles personal characteristics which are beneficial to the success of a professional in the cosmetology industry.

### **SAMPLE PERFORMANCE TASKS**

- Develop a profile of career opportunities.
- Develop a personal career plan.
- Appraise professional cosmetology organizations and explain their purposes.
- Research and present information on trends and fashions in the cosmetology industry.
- Incorporate professional terminology into conversations.
- Participate in the Occupational Health and Safety competition with SkillsUSA-VICA.
- Complete *Professional Development Program Level I*, SkillsUSA-VICA.

### **INTEGRATION LINKAGES**

SkillsUSA-VICA, *Professional Development Program*, SkillsUSA-VICA, Research, Communication and Writing Skills, Teambuilding Skills, Language Arts, Sociology, Psychology, Math, Math for Technology, Applied Communications, Social Studies, Problem Solving, Interpersonal Skills, Employability Skills, Critical-Thinking Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), Chamber of Commerce, Colleges, Universities, Technology Centers, and Employment Agencies, National Cosmetology Association, Tennessee State Board of Cosmetology

## **PRINCIPLES OF COSMETOLOGY**

### **STANDARD 3.0**

Students will interpret and demonstrate the basic principles of safety, sterilization, and sanitation as it relates to the cosmetology industry.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1 Implement the safety and sanitation procedures established by the Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA). \*
- 3.2 Comply with the Department of Health rules and the Tennessee State Board of Cosmetology rules and regulations. \*
- 3.3 Identify and categorize safety hazards, prevention, and treatment in the cosmetology industry. \*\*
- 3.4 Exhibit acceptable dress and personal grooming identified by the cosmetology industry. \*
- 3.5 Demonstrate first aid practices. \*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 3.1 Establishes and maintains a safe working environment.
- 3.2 A Develops and practices acceptable procedures to prevent cross contamination, airborne illnesses, and blood-borne pathogens.
- 3.2 B Distinguishes and employs preventive measures of ecological, chemical, and physical contaminants.
- 3.3 Maintains cosmetology implements and equipment in a safe and sanitary condition.
- 3.4 Compares and contrasts appropriate and inappropriate dress and personal grooming characteristics for specific jobs within the cosmetology industry.
- 3.5 Administers simulated basic first aid procedures including treating burns and cuts and administering the Heimlich maneuver.

### **SAMPLE PERFORMANCE TASK**

- Conduct a sanitation self-inspection and identify modifications necessary for compliance with rules, regulations, and standards of the Tennessee State Board of Cosmetology Law.
- Appraise the work area for safety hazards and list common causes of typical accidents and injuries in the cosmetology industry.
- Outline a safety management program.
- Calculate the cost of safety corrections, including financial and environmental impact.
- Develop emergency policies for the cosmetology industry facility.
- Role-play scenarios involving appropriate and inappropriate dress and personal grooming for the cosmetology industry.
- Role-play proper procedures for treating burns and cuts and administering the Heimlich maneuver according to standards set forth by the American Red Cross.
- Use professional language relating to the cosmetology industry.
- Participate in the Occupational Health and Safety competition with SkillsUSA-VICA.

## **INTEGRATION LINKAGES**

Lifetime Wellness, Health, Biology, Occupational Safety and Health Administration (OSHA), Tennessee Occupational Safety and Health Administration (TOSHA), Tennessee Department of Health, SkillsUSA-VICA, *Professional Development Program*, SkillsUSA-VICA, Research, Communication and Writing Skills, Teambuilding Skills, Language Arts, Sociology, Psychology, Math, Math for Technology, Applied Communications, Social Studies, Problem Solving, Interpersonal Skills, Employability Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Tennessee State Board of Cosmetology

## **PRINCIPLES OF COSMETOLOGY**

### **STANDARD 4.0**

Students will choose and safely use implements, tools, and equipment in the cosmetology industry.

### **LEARNING EXPECTATIONS**

The student will:

- 4.1 Identify each implement, piece of equipment, and tool used in the cosmetology industry. \*
- 4.2 Demonstrate the correct implement, piece of equipment, and related tools for a given task. \*
- 4.3 Evaluate cleansing and sanitizing implements, tools, and equipment procedures. \*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 4.1 Selects implements, tools, and equipment for use in the cosmetology industry.
- 4.2.A Uses proper implements, tools, and equipment to perform a procedure.
- 4.2.B Demonstrates knowledge of safety procedures for each piece of equipment when performing tasks.
- 4.3 Demonstrates procedures for cleaning, sanitizing, and storing equipment.

### **SAMPLE PERFORMANCE TASK**

- Select, operate, and clean equipment properly.
- Analyze case studies for unsafe or improper uses of implements, tools, or equipment.
- Prepare a task chart detailing the appropriate steps for cleaning, sanitizing, and storing specific implements, tools, and equipment.

### **INTEGRATION LINKAGES**

Environmental Protection Agency (EPA), Tennessee State Board of Cosmetology Law, Wellness, Health, Biology, Occupational Safety and Health Administration (OSHA), Tennessee Occupational Safety and Health Administration (TOSHA), Tennessee Department of Health, SkillsUSA-VICA, Communication and Writing Skills, Teambuilding Skills, Language Arts, Sociology, Psychology, Math, Math for Technology, Applied Communications, Social Studies, Problem Solving, Interpersonal Skills, Employability Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills (SCANS)

## **PRINCIPLES OF COSMETOLOGY**

### **STANDARD 5.0**

Students will demonstrate interpersonal and employability skills required in the cosmetology industry.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1 Examine appropriate grooming techniques and apparel for job requirements. \*
- 5.2 Analyze ways of dealing with stress and human relations. \*
- 5.3 Evaluate methods of conflict resolution. \*
- 5.4 Relate to others as team members. \*
- 5.5 Develop and demonstrate time management and work-sequencing skills. \*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 5.1 Relates proper dress to various jobs in cosmetology and appraises characteristics that project a professional image.
- 5.2 Incorporates methods of stress reduction.
- 5.3.A Demonstrates methods of conflict resolution.
- 5.3.B Dramatizes the practice of verbal and nonverbal communication.
- 5.4 Exemplifies actions that will improve cooperation and teamwork skills.
- 5.5.A Proposes time management and other organizational management techniques.
- 5.5.B Calculates the benefits of incorporating time management skills into the cosmetology industry.

### **SAMPLE PERFORMANCE TASKS**

- Analyze hazards and esthetic issues associated with improper dress and hygiene.
- Practice stress reduction techniques.
- Role-play and analyze methods of conflict resolution.
- Research cultural diversity in the cosmetology industry.
- Maintain client consultation information.
- Complete Level 1.3 “Determine Individual Time-Management Skills” *Professional Development Program*, SkillsUSA-VICA.

### **INTEGRATION LINKAGES**

Environmental Protection Agency (EPA), Tennessee State Board of Cosmetology Law, Wellness, Health, Personal Hygiene, Tennessee Department of Health, SkillsUSA-VICA, Communication and Writing Skills, Teambuilding Skills, Language Arts, Sociology, Psychology, Math, Math for Technology, Applied Communication, Social Studies, Problem Solving, Interpersonal Skills, Employability Skills, Critical-Thinking Skills, Secretary’s Commission on Achieving Necessary Skills (SCANS), *Professional Development Program*, SkillsUSA-VICA



## **PRINCIPLES OF COSMETOLOGY**

### **STANDARD 6.0**

Students will evaluate hair and scalp disorders.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1 Analyze the properties of the hair and scalp. \*
- 6.2 Incorporate professional terminology in the classroom environment. \*
- 6.3 Appraise manipulative skills for corrective hair and scalp disorder treatments. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD MET**

The student:

- 6.1 Appraises hair and scalp disorders and prescribes the proper treatments.
- 6.2.A Diagnoses disorders of hair and scalp and describes each using medical terms and names.
- 6.2.B Chooses terminology to identify manipulations and to prescribe scalp treatments.
- 6.3 Illustrates corrective treatments for the hair and scalp.

### **SAMPLE PERFORMANCE TASKS**

- Work in teams to diagnose hair and scalp disorders and prescribe corrective treatments.
- Use cooperative learning to differentiate and analyze the hair and scalp using the four senses.
- Maintain electronic client record information using correct terminology.
- Practice scalp manipulations on a partner.
- Perform follow-up contact and examinations for corrective treatment.
- Participate in the Suitcase Display-Occupational competition for SkillsUSA-VICA.
- Develop an integrated project with wellness, science, and health classes to study hair and scalp disorders and how each effects the individual. Develop an electronic presentation based on the findings.

### **INTEGRATION LINKAGES**

Lifetime Wellness, Science, Health, Personal Hygiene, Psychology, Sociology, Anatomy and Physiology, Adult Living, Language Arts, Medical Terminology, Research and Writing Skills, Communication Skills, Therapeutic Massage, Teambuilding and Leadership Skills, Employability Skills, Organization and Critical-Thinking Skills, Computer Skills, SkillsUSA-VICA, National Cosmetology Association, Tennessee Hairdresser Association, Tennessee Cosmetology Association, Tennessee State Board of Cosmetology

## **PRINCIPLES OF COSMETOLOGY**

### **STANDARD 7.0**

Students will analyze procedures for cleansing and reconditioning the hair and the scalp.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1 Differentiate between draping procedures for wet, dry, and chemical services. \*
- 7.2 Illustrate infection control and safety procedures. \*
- 7.3 Evaluate when, why, and how to brush the hair and scalp. \*\*
- 7.4 Appraise various types of shampoos and conditioners. \*\*
- 7.5 Choose the proper procedure for scalp manipulations during a shampoo. \*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 7.1 Determines proper protection for the client based on the task to be performed.
- 7.2 Practices scaling and brushing techniques.
- 7.3 Develops a chart, which indicates the brushing procedure for various services, skin type, and scalp condition.
- 7.4 Categorizes types of shampoos and conditioners.
- 7.5 Demonstrates relaxing and stimulating scalp manipulations.

### **SAMPLE PERFORMANCE TASKS**

- Compare draping for various cosmetology services.
- Select proper safety and sanitation procedures.
- Assess the pH (potential hydrogen) of various products from home, school, and discount stores.
- Practice manipulative skills.
- Complete the shampoo portion of the Tennessee State Board of Cosmetology examination.

### **INTEGRATION/ LINKAGES**

Lifetime Wellness, Science, Chemistry, Health, Personal Hygiene, Psychology, Anatomy and Physiology, Adult Living, Language Arts, Medical Terminology, Research and Writing Skills, Communication Skills, Therapeutic Massage, Teambuilding and Leadership Skills, Employability Skills, Organization and Critical-Thinking Skills, Computer Skills, SkillsUSA-VICA, National Cosmetology Association, Tennessee Hairdresser Association, Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Secretary's Commission on Achieving Necessary Skills (SCANS), Tennessee State Board of Cosmetology

## **PRINCIPLES OF COSMETOLOGY**

### **STANDARD 8.0**

Students will evaluate basic haircutting techniques.

### **LEARNING EXPECTATIONS**

The student will:

- 8.1 Implement safety procedures using haircutting scissors, razors, and thinning shears. \*
- 8.2 Select proper sectioning techniques for various haircuts. \*
- 8.3 Differentiate between stationary and traveling guidelines. \*
- 8.4 Employ geometric lines and angles in haircutting. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 8.1 Demonstrates correct and safe use of haircutting tools.
- 8.2.A Illustrates the various parting techniques.
- 8.2.B Illustrates various sectioning techniques for different haircuts and bone structure.
- 8.3.A Completes haircuts using a stationary guideline.
- 8.3.B Completes haircuts using a traveling guideline.
- 8.3.C Completes haircuts using both a stationary and a traveling guideline.
- 8.4 Analyzes elevation in haircutting.

### **SAMPLE PERFORMANCE TASKS**

- Duplicate parting and sectioning patterns on mannequins.
- Research geometric lines and angles used in haircutting.
- Work in teams to evaluate hairstyles to determine the type of guideline and elevations used in the haircut. The findings should be presented to the class using an electronic means of presentation.
- Evaluate the effect of various elevations and implements used in haircutting and report on the results.
- Complete a low, medium, and high elevation haircut,
- Participate in Tennessee SkillsUSA-VICA events and competitions.

### **INTEGRATION LINKAGES**

Math, Geometry, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Wellness, Science, Chemistry, Health, Personal Hygiene, Psychology, Anatomy and Physiology, Adult Living, Language Arts, Medical Terminology Leadership Skills, Employability Skills, Organization and Critical-Thinking Skills, Computer Skills, SkillsUSA-VICA, National Cosmetology Association, Tennessee Hairdresser Association, Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Secretary's Commission on Achieving Necessary Skills (SCANS), Tennessee State Board of Cosmetology



## **PRINCIPLES OF COSMETOLOGY**

### **STANDARD 9.0**

The students create harmony using design principles and elements of design.

### **LEARNING EXPECTATIONS**

The student will:

- 9.1 Appraise elements and principles of hair design. \*\*
- 9.2 Evaluate styling and finishing techniques. \*\*
- 9.3 Compare thermal styling to wet styling. \*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 9.1A. Appraises facial shapes and employs elements of design.
- 9.1.B Constructs hairstyles using geometric lines and angles.
- 9.1.C Constructs visible and invisible braids.
- 9.2.A Demonstrates the ability to mold and shape the hair.
- 9.2.B Compares finishing techniques for particular styles.
- 9.3.A Evaluates thermal styling for various types of ethnic hair.
- 9.3.B Employs wet hairstyling techniques.

### **SAMPLE PERFORMANCE TASK**

- Using computer programs for design analysis, evaluate the effects of hairstyles on various facial shapes.
- Take a field trip to area salons.
- Diagram hairstyles using geometric lines and angles.
- Research cultural differences in hair structure and styling techniques for each.
- Complete the Tennessee State Cosmetology Board hairstyling practical exam.

### **INTEGRATION LINKAGES**

Math, Geometry, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), SkillsUSA-VICA, *Professional Development Program*, SkillsUSA-VICA, Psychology, Sociology, Science, Computer Technology, National Cosmetology Association, Tennessee Hairdresser Association, Tennessee Board of Cosmetology, Tennessee Cosmetology Association

## **PRINCIPLES OF COSMETOLOGY**

### **STANDARD 10.0**

The students will evaluate hands and feet for cosmetic procedures.

### **LEARNING EXPECTATIONS**

The student will:

- 10.1 Analyze the structure of the nail. \*\*
- 10.2 Differentiate between nail disorder and nail disease. \*\*
- 10.3 Employ sanitary and safety procedures necessary to practice basic manicure and pedicure techniques. \*
- 10.4 Evaluate the use of implements, cosmetics, and materials used to perform manicure and pedicure procedures. \*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 10.1 Diagrams the structure of the nail.
- 10.2 Compares and contrasts the characteristics of nail disorders and nail diseases.
- 10.3 Employs proper sanitary and safety precautions through proper decontamination and infection control procedures.
- 10.4 Demonstrates the proper use of cosmetics, materials, and implements needed to perform basic manicure and pedicure procedures.

### **SAMPLE PERFORMANCE TASK**

- Set up a manicure table and a pedicure area according to correct procedure.
- Present a research project on nail disorders and nail diseases using Power Point and oral presentation skills.
- Work in teams and demonstrate basic manicure and pedicure skills.
- Use Internet navigation to locate nail care related articles.
- Participate in Tennessee SkillsUSA-VICA events and competitions.
- Complete the manicure portion of the Tennessee State Board of Cosmetology examination.

### **INTEGRATION LINKAGES**

Math, Geometry, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Internet Navigation, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), SkillsUSA-VICA, *Professional Development Program*, SkillsUSA-VICA, Psychology, Sociology, Science, Computer Technology, National Cosmetology Association, Tennessee Hairdresser Association, Tennessee Cosmetology Association, Tennessee State Board of Cosmetology